DOCUMENT RESUME

ED 178 058 IR 007 800

TITLE Issues in Media Management: 1979 Series. Needs Assessment and Program Evaluation.
INSTITUTION Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
PUB DATE 79
NOTE 55p.; For related document, see ED 163 980

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Accountability; *Evaluation Methods; *Instructional Materials Centers; Management Development; *Needs Assessment; *Program Administration; *Program Evaluation; *School Libraries

ABSTRACT

This series of papers on needs assessment and program evaluation for school library media supervisors defines these concepts and explores ways in which they can be applied to the school media program. Papers included are: "A Humanistic Approach to Needs Assessment and Program Evaluation," by Tom Sills; "Approaches to Needs Assessment and Program Evaluation," by Cellestine Cheeks; "Establishing Criteria for Evaluating Program," by D. Philip Baker; "Personnel Evaluation as Part of Program Evaluation," by David R. Bender; "Using Statistical Data to Validate Library Media Programs," by Nancy Walker; and "Further Thoughts on Needs Assessment and Program Evaluation," by Anna Mary Lowrey. (RAO)

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ISSUES IN MEDIA MANAGEMENT: 1979 SERIES

Needs Assessment and Program Evaluation

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FOREWORD

The Criteria for Modern School Library Media Programs states:

> The quality of any library media program must ultimately be judged in relation to each school's educational philosophy and the objectives of its instructional program....Every effort has been made to avoid merely equating quantity with quality. Each school system must determine for itself how services, materials, and staff can best be adapted to meet its own educational goals.

With these principles in mind, Elsie Lawson began to develop a program on needs assessment and program evaluation which would provide school library media supervisors information to be adapted according to their needs. Through her effective planning and implementation efforts, the participants were provided a wide array of experiences. From Tom Sills' opening presentation to Anna Mary Lowrey's summary, the participants became involved in a process. To further assist the participants in developing their own evaluation programs, the presentations are compiled into this document. The final act is yet to come for it will occur when each of the participants has initiated his/her own humanistic needs assessment and program evaluation procedure.

Sincere appreciation is extended to the presenters who made this Issues in Media Management a success and especially to Elsie Lawson, Specialist, Staff Development, for her patience, foresight, and leadership. The session would not have been possible without her.

David R. Bender

A HUMANISTIC APPROACH TO NEEDS ASSESSMENT AND PROGRAM EVALUATION

Presentation By:

Dr. Tom Sills
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Carrollton, Georgia

A HUMANISTIC APPROACH TO NEEDS ASSESSMENT AND PROGRAM EVALUATION

The selection of this topic for the opening session of this Issues in Media Management Institute on Needs Assessment and Program Evaluation is particularly gratifying to me. By necessity, most of the rest of this conference will be devoted to specific approaches, systems, methods, and data management necessary to the total assessment and evaluation process. However, we must not lose sight of the forest for the trees. We must not ignore that we are engaged in a human endeavor, and we ought not get bogged down in merely quantifying educational programs and services.

Last summer I returned to the site of my public school education some 40 years ago. Nostalgia is or has been enjoying popularity, so permit me some personal digressions. I camped on the last site of Old Union Graded # 48 in Johnson County, Oklahoma - just five miles south of Tishomingo, Oklahoma. The area is now a wild-life refuge on the banks of Lake Texoma. It formerly was the hill where the headquarters of Washita Farms were located. The bottom lands where the farming and ranching took place are now all under water. As my family and I sat at picnic tables under a corrugated plastic shade structure that covered the original school site, we recreated much of what once was. The 1930's weren't exactly kind to us, but like most children we had the propensity to remember the pleasant and conveniently to forget much of the misery and suffering of the times.

Union Graded #48 was a twelve grade, eight-teacher school that served primarily the share croppers and the families of the farm laborers who toiled the lands of Washita Farms. We remembered such things as:

Copies of George Washington's portrait hanging in each room

Glass doored library bookcases

The concern for standards and achievement

The mainstreaming of all children who attended schools

The exclusion of some from schooling

The school as the community center

The impact of the testing movement

The flexibility of curriculum

Union Graded #48 was a school that reflected the goals and purposes of education in that time and place. We can't go back again.

We have needs, hopes, and aspirations for our schools, all the while recognizing that some of the things are the same or similar as they were then.

Raymond Callahan reports in Education and the Cult of Efficiency that by 1915 there were special "efficiency bureaus" set up in major cities where "Educational efficiency experts" worked full-time developing procedures to measure teacher performance and to apply the principle of scientific management to the public schools. He summed up the consequences of applying business-industrial procedures and values to that period of education by noting:

> ... that educational questions were subordinated to business considerations; that administrators were produced who were not, in any true sense, educators; that a scientific label was put on some very unscientific and dubious methods and practices; and that an anti-intellectual climate, already prevalent, was strengthened.[1]

Scientific management, the measurement movement, and economic accountability were all evident during the 1930's. These same elements seem to be evident today.

During the 1960's, schools and school personnel were targets of increasing criticism. It became a national fad to hold schools and teachers responsible for most of the nation's ills and failures. Society poured ever increasing amounts of monies into education, but the problems persisted and even intensified. The public became more disillusioned with "spending more and getting less." In the 1970's, we've experienced a declining enrollment, inflated costs, and a demand for more tax dollars for education but without any demonstrated improvement in the schools' ability to solve the problems of society. We've gone through an era of luring the public into thinking that, if we just could find more dollars to put into education, we could solve most all our problems.

Recent reports such as the work of Coleman and Jencks, the failure of major thrusts such as Head Start, and similar massive programs designed to demonstrate turn arounds in educational outcomes have soured the public on the concept that more money necessarily means better education.

This disenchantment has given rise to the current emphasis on accountability. Schools have always been under pressure to be accountable. No one can be for the opposite of accountability. The problem is what practices and procedures should be developed to demonstrate our accountability. To advocate sophisticated management systems, performance contract arrangements, competency-based schemes, and detailed cost-accounting may very well divert the focus on the major problem.

The effect of the misuse of accountability causes us to overemphasize quantification of data, specificity of instruction, systems procedures, cost analysis, and data collection mania. This

emphasis on efficiency and the failure to keep major educational goals in proper perspective can result in a reduction of alternatives, obsession with specificity, manufactured rather than developmental education. This emphasis on data gathering, cost analysis, and efficiency coupled with the anxieties of reduction in force and threatened programs, create a despiriting, dehumanizing and self-survival approach to attacking issues in education based on a me-first approach of protecting my territory.

It is imperative that we can clarify the larger goals of the educational enterprise and keep our sights on these as we approach needs assessment and program evaluation. There are too many factors that stress "divisionism" and "me-first-ism" to make it easy to keep our sights clear. Reading Is Fundamental, Proposition 13, professional negotiations, the division of management and labor, and efficiency accounting-all breed self-preservation instincts. It means we must consistently be concerned with keeping the human problems and human potentialities in mind as we strive to address our current educational problems.

As you address yourself to dealing with the necessary and essential needs assessment and program evaluation, you are encouraged to avoid the pitfalls of illusions of accuracy and efficiency far beyond the assistance they can actually deliver. Combs[2] identifies four important questions that must be considered in the selection of assessment techniques:

1. Are the objectives to be measured the truly important ones?

2. Is the technique of assessment the most efficient means of determining the achievement of the desired outcome?

3. What is the effect of the assessment technique on its user?

4. What is the effect of accountability practices on the student?

It has been gratifying to me as I have attempted to put together thoughts for this presentation, that I could go to several of your publications and leadership statements for the kind of emphasis needed to keep the focus on the broader educational goals that provide for the individual in the process.

First, David Hornbeck wrote in the November issue of Educational Leadership: "School, as with life, is more than measureable skills. Schools have a wider responsibility in the education of our youth."[3] He also identified six principles which the Maryland State Department of Education included as part of "The Mission of Schooling." The six points he identified were:

1. Every student should become an expert or at least very good at something.

2. Every student should understand the importance of developing and maintaining two or three close relationships to other people.

3. Every student should learn to have fun.

4. Every student should be helped to develop a delicate balance between looking at the world optimistically on the one hand and with skepticism on the other.

5. Every student should be encouraged to be a participant - a doer - not just an observer.

6. All students should be led to expect much of themselves.[4]

In the Foreword to your own document, Criteria for Modern School Library Media Programs, Superintendent Hornbeck also states, "The library media program, however, is not autonomous. It operates as an essential part of the school system. This document is a tool which can assist the boards of education, superintendents, administrators and supervisors, and the library media staff in the development of quality library media programs, thereby improving the total educational program."[5]

In the same document the writers noted that in the development of the criteria, "Every effort has been made to avoid equating quantity with quality. Each school system must determine for itself how services, materials, and staff can best be adapted to meet its own educational goals."[6]

These statements confirm your commitment to approaching needs assessment and program evaluation in the broader view. Only to the degree that the process results in improved educational experiences for the boys and girls of Maryland does it justify the investment of time, staff, and resources.

In order to develop the process most successfully, it is essential that as administrators you must engage in the process in such a way to maximize the contributions of the humans you involve in the process.

Carl Rogers writes in his Freedom to Learn about the type of leadership needed to assure the possibility of maximum development of both institutional and personal goals. He states:

> The educational administration is responsible for organizing the resources of the institution - the teachers, the students, the funds, the equipment, and the materials in such a way that all of the persons involved can work together toward defining and achieving their own educational goals. The mainspring of the organization is the motivation for development and learning which is inherent in each person. The task of the administrator is to arrange

> the organizational conditions and methods of operations that people can best achieve their own goals by also furthering the jointly defined goals of the institution.[7]

The application of humanistic principles to adminstration requires constant diligence to consider the effects of administrative actions on releasing the human potential of members with which one is working and those who will be affected by actions taken. Carl Rogers identified the questions he had to continually ask himself as he was charged with the responsibility of leadership in an organization:

1. Do I trust the capacities of the group, and of the individuals in the group, to meet the problems with which we are faced, or do I basically trust only myself?

2. Do I free the group for creative discussion by being willing to understand, accept, and respect all attitudes, or do I find myself trying subtly to manipulate group discussion so that it comes out my way?

3. Do I, as leader, participate by honest expression of my own attitudes but without trying to control the attitudes of others?

4. Do I rely upon basic attitudes for motivation, or do I think surface procedures motivate behavior?

5. Am I willing to be responsible for those aspects of action which the group has delegated to me?

6. Do I trust the individual to do his job?

7. When tensions occur, do I try to make it possible for them to be brought out into the open?[8]

Humanizing needs assessment and program evaluation means simply keeping your perspective on what needs are to be assessed, for what purpose, by whom, and what effect it will have on those involved. We must resist the urge to forsake the person in the interests of efficiency and accountability.

FOOTNOTES

1. Raymond Callahan, Education and the Cult of Efficiency (Chicago: The University of Chicago Press, 1962), p. 246.

2. Arthur Combs, Educational Accountability: Beyond Behavioral Objectives (Washington, D.C.: Association for Supervision and Curriculum Development, 1972), p. 39.

3. David W. Hornbeck, "Maryland's Project Basic," Educational Leadership, Volume 35, No. 2, p. 100.

4. Ibid, pp. 100-101.

5. Maryland State Department of Education, Criteria for Modern School Library Media Programs (Baltimore: Maryland State Department of Education, 1978), p. 5.

6. Ibid, p. 6.

7. Carl Rogers, Freedom to Learn (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969), p. 18.

8. Ibid, pp. 209-211.

APPROACHES TO NEEDS ASSESSMENT AND PROGRAM EVALUATION

Presentation By:

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APPROACHES TO NEEDS ASSESSMENT AND PROGRAM EVALUATION

What is a "needs assessment" in program evaluation and what purpose does it serve should be answered at the outset of this discussion. Simply stated, it is a process of determining perceived needs. The purpose of needs assessment is twofold. First, it aids in identifying services currently available and, second, it identifies areas of need as perceived by persons outside and inside the system. In library programs, a needs assessment is a process of diagnosing needs and should be an initial process in approaching program evaluation.

Who is involved in a needs assessment? Answer---the clients the library serves; that is, students, faculty, administrators, and others in the educational community, and the staff who serve the clients. With active participation and input from all of these persons, objective statements are arrived at which suggest actual, perceived and potential service needs and priorities.

How does one conduct a needs assessment to determine service needs? Researchers agree that the first step is to acquire the support of the administrators, usually the school principals, and, second, seek the cooperation of the clients. A survey of clients is a technique that is frequently used. Client participation can be encouraged if our objectives and a plan for implementation are presented early and understood. As much as we would like to have responses from everyone in the system, in most situations this is not possible. Therefore, in selecting participants for the survey, sampling techniques should be used. Liesener suggests that, in such a survey, all teachers should be included because they play the central role in planning and directing the instructional activities which are the primary generators of student service needs and use. I feel this point is well taken. Student sampling, on the other hand, can be representative or comprehensive. If a representative sample is used, a systematic selection of 10 percent of the population should be sampled; and, if a comprehensive sample is used, then only 10 to 20 percent of the sample responses should be analyzed.

What instruments should be used to conduct a needs assessment? Many individual libraries have developed their own, and you may consider doing the same. An alternative is to use an instrument previously validated, such as Liesener's instruments, or you may adapt this instrument to meet your individual needs.

PERFORMANCE MEASURES AVAILABLE

When one examines research studies in school libraries, the emphasis is not on public services areas or the library as a whole but, rather, the technical services area. The logic behind these studies suggests that, because things and processes exist in technical services which are easily countable, they lend themselves to statistical manipulations. The measures which have been

effective in the evaluation process are inventories and checklists, the least rigorous, while mathematical and statistical techniques are the most rigorous.

What are some of the inventories and checklists available to us? W.R. Fulton's[1] evaluative checklist for an educational media program is perhaps the best-known and nationally-used measure. It is significant because it includes criteria statements in the following areas: (1) commitment of school to program, (2) curriculum and instruction involvement, (3) availability and accessibility of media, (4) adequacy of physical facilities, (5) budget and finance, and (6) media staff. Each area includes a number of statements describing possible conditions. The evaluation process involves comparing the school's program against these statements and rating them on a scale of one to nine.

Inventories and checklists have also been employed in our field as a means of clarifying and categorizing the activities of the school library media specialists. If you have served in this capacity, you know the activities are many. Many of you may know of some recent studies.

The School Library Manpower Project is one such study which dealt with recruitment, training, and utilization of school library personnel. Three products from this study are of value to us in the evaluation process. The first, the Criteria of Excellence Checklist,[2] identified superior school library media centers in each of the fifty states. Statements were made describing the superior school library program, which became the criteria. The evaluator rated his/her program. This measure has been used by many libraries as an initial evaluation of individual school library programs. The second product, The School Library Personnel Task Analysis Survey,[3] allowed researchers to identify the types of personnel employed in these superior programs along with their respective tasks and responsibilities. And, finally, the Behavioral Requirements Analysis Check (BRAC)[4] is an inventory of competencies for school library media personnel. It is to be used to test the performance of librarians on the job and to assess the capacities of an educational program to produce competent school media personnel. Therefore, these measures are of particular interest to those of you involved with program evaluation and persons like myself concerned with developing programs for pre-service students. This study was of particular interest to me because it established the basis for my dissertation research.

A second study, Jobs in Instructional Media (JIMS), examined the tasks of audiovisual personnel from two directions: "what gets done" and "what people do to get things done." These tasks were classified according to their degree of complexity and according to the level of educational development required to perform them. Their purpose was similar to the goals of BRAC--task analysis, recruitment or job reclassification, and education.

Mary Gaver's study, Services of Secondary School Media Centers,[5] is focused on evaluation of media center programs. This instrument measures the services staff members "think" are given to faculty and students, but not the impact or output on faculty or students. The measure is useful for identifying an array of possible services.

Liesener and Levitan in their study, A Systematic Process for Planning School Media Programs,[6] were concerned with service outputs rather than inputs. In this measure, an inventory of services is identified from the user's point of view. Using the inventory, cost-accounting techniques are applied to determine costs of specific services. This measure allows libraries to analyze their programs systematically.

These are measures which have been developed to assist in initial program evaluation and systematic program analysis. There are other methods of measurement with more elaborate approaches than the ones I have mentioned; however, these were not developed for the school library field, specifically, but they have some implications for this area. I personally feel the studies mentioned should be investigated for practical applications.

APPROACHES TO PROGRAM EVALUATION

Where do we start? Regardless of the measure you use for evaluating programs, there is a general consensus among all researchers in the field; any approach to program evaluation should be a continuous process involving teachers, students, administrators, patrons, and staff. If our programs exist to serve the requirements of the instructional program of the school and these requirements relate to students, then evaluation of services and programs must be made in light of the basic instructional objectives. This suggests we must be able to identify the goals and objectives of our program and relate these to the goals of the institution we serve.

Where, then, do we start in program evaluation? We start with goals and objectives as a means of planning a future. The saying, "If you do not know where you are going, any road will get you there", is true but this is not an efficient way of reaching one's destination. You need a conceptual framework and a description of what is to be accomplished. How do you identify broad goals for libraries? Start by examining the national media program guidelines, Media Programs: District and School.[7] This should provide direction for planning. Then you should be ready to move from these broad goals to more specific objectives which relate directly to your program. You may also find it helpful to trace the development of these standards by examining the Standards for Media Programs, 1969,[8] which combined standards for school libraries with standards for audiovisual services in a unified media program. Perhaps, then, you will be able to state where you are going in the future.

Evelyn Daniel has suggested a five-stage approach as important in measuring performance and improving that performance through

evaluation. The stages are:

Stage one: Exploration and experimentation

Stage two: Planning period

Stage three: Programming time

Stage four: Implementation

Stage five: Review and evaluation[9]

In stage one, Daniel suggests time be reserved for reading, thinking, and discussing. Try out one or two measurements of tasks, activities, library use, or other areas. This preplanning time should be used to sketch a complete design for the coming year.

The second stage is planning. Formulation of a Committee of the Future might be appropriate to identify the goals, objectives, and priorities of the library. At this point, use the national Media Programs guideline in conjunction with Maryland's standards, Criteria for Modern School Library Media Programs,[10] as background to create a statement of overall goals and objectives of your media program.

The first three steps of Liesener's nine-step plan, or an adaptation of it, may be implemented at this point to involve the users in selecting service alternatives. Step one of his study requires the librarian to apply the "Inventory of School Library Media Center Services" to his situation in order to determine what services are needed in a given situation. Step two requires some teachers and students to complete the same "Inventory" with the purpose of establishing accuracy in their perceptions of services offered and increasing the awareness of the range of potential services. Step three requires administering a "Form for Determining Preferences for School Library Media Center Services" to determine service preference and priorities in relation to local needs. Some concensus should then be reached as to the services needed for your library.

Continuing with Daniel's measure of performance, programming should be the next area covered. At this point, we should be able to measure the present service capabilities by the criteria established in the selection of priorities. Here we are employing assessment methods in the analysis of the collection, circulation, equipment use, use of facilities, and other services provided by the center.

Stage four, implementation, entails following the plan previously put together. Flexibility should be a major aspect of this program which allows each program to function in a realistic atmosphere.

In stage five, review and evaluation, if careful planning,

programming, and implementing have taken place, the data should be available for review. All of the measures should be studied separately and as they relate to the total program plan of the library. As the data are analyzed, we should have some indications of past achievements, deficiencies, and causes for deficiencies and indicators of future directions for the library.

Therefore, what is suggested here is a continuous process of measurement, employing a number of measurement instruments and techniques in order to identify program services, needs, and priorities.

Saunders[11] has suggested another approach to program evaluation. She feels that input factors should be related to output factors, the result being increased learning on the part of students. Because classroom teachers are in the best position to assess changes in attitudes, or concept and skill development in students, it is logical to begin assessment of the effectiveness of the program with teacher evaluation. Such an evaluation would provide data on the services most desired and used and those of questionable value, as well as informing the faculty of programs and services available.

Her second area of evaluation involves evaluating programs in light of the national Media Program guidelines. And, finally, evaluating personnel. This area should receive particular consideration because, in far too many instances, professional library media personnel have been evaluated on the basis of teacher evaluation forms. In the last couple of years, successful attempts have been made to construct performance measures in light of the broad role of the librarian. This is a good sign, and I anticipate widespread application of these measures.

I would be somewhat remiss in my remarks if I did not mention another area of evaluation that is equally important, but very difficult to measure, and that is the affective responses of our clients. As we explore ways of searching for value in our programs, let us remember that assessing skills may be a logical first step, but we may be guilty of "wanting a perfect answer, a single right way." Approaches to evaluating effective responses may include the following: (1) developing a keener and more precise sense of observation in our daily encounters with clients, (2) observing actual teaching processes, and (3) providing ways for persons to record and share how they think, feel, and respond to things. Perhaps, if this can be achieved, our programs can have more meaning for the persons we serve and ourselves as well.

FOOTNOTES

1. W. R. Fulton, Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems. Revised edition (Washington, D.C. Association for Educational Communications and Technology, 1969).

2. Robert N. Case, "Criteria of Excellence Checklist," School Libraries, 18 (Spring 1969). pp. 43-46.

3. American Library Association, School Library Personnel Task Analysis Survey (Chicago: ALA, 1969).

4. Robert N. Case and Anna M. Lowrey, Behavioral Requirements Analysis Checklist; A Compilation of Competency-Based Job Functions and Task Statements for School Library Media Personnel (Chicago: ALA, 1973).

5. Mary V. Gaver, Services of Secondary School Media Centers: Evaluation and Development (Chicago: ALA, 1971).

6. James W. Liesener, Planning Instruments for School Library Media Programs (College Park, Maryland: University of Maryland, College of Library Information and Services, 1974).

7. American Association of School Librarians, Media Programs: District and School (Chicago: ALA, 1975).

8. American Library Association and the National Education Association, Standards for School Media Programs (Chicago: ALA, 1969).

9. Evelyn H. Daniel, Performance Measures for School Libraries: Complexities and Potential. Advances in Librarianship, Vol. 6 (New York: Academic Press, 1970).

10. Maryland State Department of Education, Criteria for Modern School Library Media Programs (New Jersey: Scarecrow Press, 1975).

ESTABLISHING CRITERIA FOR EVALUATING PROGRAM

Presentation By:

D. Philip Baker
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ESTABLISHING CRITERIA FOR EVALUATING PROGRAM

Earlier today, Dr. Tom Sills took us on a long walk down nostalgia road. I've heard that invoking nostalgia is the last refuge of scoundrels, but I've heard that, too, about words. My use of nostalgia, I assure you, is spontaneous; and my words, if not well chosen, are, I hope, well considered. Nostalgia, for me, was triggered this morning with the mention of Arthur Combs' book Beyond Behavioral Objectives. That I have been profoundly shaped by this book is true. That, like many things that shape us profoundly, this book delivers universal truths in a restrained and unpretentious style is also true. If I leave you with nothing else this day, I would urge you to buy this book, savor its style, and treasure its wisdom.

But what does reading and assimilating the good sense contained in Beyond Behavioral Objectives have to do with us here? A good deal, I think, and a bit more nostalgia. As a child, I was large; I came that way and to this day remain so. I walked and talked early, I was assertive and inquisitive and, I know, troublesome to my teachers. It was not so much that I was a discipline problem, rather I was the cog that didn't quite fit the machine because I asked too many questions...I wanted to know why? But I know, too, that too often I told my peers how they ought to do things and savored the joy of showing them how to do it better. Now, my mother was a teacher, and like many teachers she continued her mission outside the classroom. Particularly when my zeal to organize and direct outstripped a sense of proper restraint, she would urge me to, "Just listen a little more carefully to what others have to say before telling them how to do it better."

Thirty-five years later, Arthur Combs told me the same thing. He told me, perhaps a bit more elegantly than my mother, "There is no reality except what the other person sees as reality." My mother and Arthur Combs are an unbeatable combination in getting obstreperous disbelievers to confront some humanistic beliefs. Yes, we do get too soon old, and too late smart! Understanding that what you want someone else to do is determined by your view of the world, is easy. But accepting that the person whom you expect to carry out your wishes is going to react as he/she sees the situation, not as you do, is not nearly so easy. Reality comes from a person's experiences, one's motives and one's conditioning, it cannot be imposed by one's will. Fostering change most often founders because we fail to determine how the other person sees a situation or feels about what is supposed to happen. The cliche describing this is the one that says there has been a failure to communicate.

Much of our evaluative efforts as library media supervisors are aimed at changing the behavior of persons. This is, after all, the easiest course to follow. You can program a person (or a dog)

to do certain things by providing appropriate stimuli, reinforced by rewards or punishments. This does change behavior; Pavlov proved this. For too many supervisors, a little knowledge about this kind of behavior modification has been destructive. Only by fostering a change in attitude are we likely to foster a change in behavior. And changing attitudes is just about the hardest thing to accomplish.

Unfortunately, we "media managers" too often have been guilty of some of the worst excesses of the behavior-modifiers. We have, for instance, equated instructional materials to a stimulus, anticipating exact responses through conditioning by their use. We mistake a subjective image or vision for a plan. And while this has gained a certain irresistible momentum, like most bandwagons, it ran out of steam quickly. What we need most, I believe, is to harness the talent of excellent teachers in order to strengthen library media programs. Then we can seriously consider how to go about evaluating what we have created. We use the word excellence casually, yet it defies description. Have you ever heard a truly satisfactory description of genius? But the presence and influence of excellence is known instantly; it shows like a shaft of sunlight on a dreary November day. Excellence, we know it, yet no instrument can measure it; nor can we describe it well when we experience it.

While you are here, you hope to find the right method to increase your capability of evaluating library media programs and those who staff them. That you will not find here; for if there were one right method, you would be back in your school systems following that method. Defining a methodology like modifying behavior is not such a difficult task; we excell at this in education. Are we not, after all, always trying to find new methods to improve our work? It is best for us to leave off the search to find the right evaluative method and accept that it is a process, never fixed, always changing, yet with its own harmony and purpose.

Supervision, to me, has two separate components. One component consists of passing on directions about what is to be done. This we have developed to perfection. Whatever we want can be passed on quickly; we just tell someone. A good deal of supervision assumes this form. A second component, the one which we often overlook or ignore, is the much more difficult job of helping people understand <u>why</u> we want them to do what we ask. We provide great directions about <u>what</u> is to be done, but we don't help them understand <u>why</u> it should be done. How to help others accept what is expected (by you) to be done (by them) is the heart of good supervision. We expect right choices; we may even provide alternatives. Certainly we bombard persons with our demands that they make right choices. But generally we do a poor job helping our staff make right choices to meet our expectations.

Perhaps the reason we don't find the magical answer we so earnestly seek is because, so often, we are unaware of how what we are doing is affecting someone else. Mostly, this is plain

sensitivity - understanding what people are receiving from what you are sending. Listening, sensing, and perceiving are very complex and difficult skills and, like all skills, the more they are used, the more likely it is they will be used well. Becoming an excellent evaluator means, above all else, understanding how your actions affect others. Before you evaluate, try to understand and accept this view of the world. Does the person responsible for the program understand how he/she is affecting the persons he/she is trying to influence or change? Probably, 95 percent of all programs that fail, do so for want of this balance.

Of equal rank in evaluating programs and people is understanding, really understanding, what is important and concentrating on accomplishing that. These two things, understanding how what you are doing is affecting others and concentrating on important matters, provide all the "methodology" any evaluator ever needs in his/her understanding, for evaluation becomes a personal, internal process. How well am I doing? Have I done this well? How can I do it better? These are simple evaluative questions, but they represent the reverse process of running a program that is either forced or spoon-fed to its users. Here is the framework for a sound evaluative program that is a renewable process, as opposed to a fixed ideological methodology. Understanding and accepting these two basic matters can provide the basis by which the library media program gathers together many separate parts to provide a program of instructional excellence for a school building or a district.

Mainstreaming has become a popular word. To special educators, it is a concept that seeks to provide an education for a special learner in the least restrictive or most normal classroom environment. It's a wonderful word and an especially fine concept for the library media program, too. It says, for library media specialists, let us be more concerned with the specifics of why the media are used as opposed to how they are used. We excel at evaluating the latter element and quite ignore the former, far more important question in our evaluative efforts. For example, how did you teach this unit? Well, I used slides, transparencies, overheads, and twenty books; that's it, and they just loved it! Thus we avoid what should occupy our attention. Why? Why did you use those audiovisuals? Why those books? Why? Why? This is what matters most after all.

And if we are to mainstream the media successfully, we must do much more to decrease the stress factor that associates itself with media use. The only end product we need care about is how well teachers and students use the library media program to improve teaching and learning. Yet, too often media use is just an intrusion into the teacher's day. Used thus, it is at best a distraction, at worst, frivolous. Helping a teacher or a student decide to use the media is a hard job, but one we have appropriated to ourselves. Using the media means change, choosing a new way from that which has gone before. This is why we prefer to focus our staff development efforts on how to use the media - how to thread the projector,

how to set up the copy stand, and how to push the record button - are common examples of such routine inservice programs. And to the extent that we use the media, whereby threading the video-tape recorder correctly is the only outcome we choose to evaluate, we perpetuate this travesty. Mainstreaming the media into the instructional program takes all of the skills of a keen observer, coupled with the will to concentrate on the only important question we ever need ask - why the media are used.

If we want to be excellent teachers, to provide exemplary library media programs, then we must improve our methods of evaluation and selection of instructional materials. Much has been written and said about this, but little has been done to correct the situation which has become a scandal. The casual and undisciplined way that we professionals evaluate, select and use instructional materials within the schools is horrifying. Professional judgements are surrendered, willy nilly, to a fetching catalog, a persuasive salesperson, or the whim of a strong-willed teacher. And if Encyclopaedia Britannica or McGraw-Hill or Eye-Gate don't make it, forget it!

In my district, every year we present a Media Fair for our students and teachers. The entry rules are simple and unrestrictive, but they are educationally credible. For a student to enter, he/she must produce some piece of <u>instructional</u> media. That means that the media produced must relate to a specific learning experience or teaching expectation. I have observed that the filmstrips, cassettes, video tapes, <u>and</u> books that the students themselves create to teach their peers, (items which later were entered into the Media Fair) are unfailingly excellent, superior in nearly every way to many of the commercial items prepared for this level. I believe this is so because these instructional materials were developed with a specific and well-focused teaching expectation in mind. Of course we see mistakes, but few are appreciably worse than the mistakes evident in many commercially-produced items. Look at a range of the audiovisual items you bought last year. Did they truly satisfy a clear instructional purpose, or were they bought with the hope that they would later be "sold" to staff and students? Applying Avon's superb marketing techniques to the library media program just doesn't work; there isn't the same motivation to buy the product or come back again. So consider carefully what your students and teachers produce; it is a rich instructional resource too often ignored as a fun-time filler.

Closely related, as a profession, we must practice better consumerism as an important job responsibility. I have used our general lack of standards, or understanding of teaching, in selecting instructional materials to make a point about their use in library media programs. What about the hardware that must go with this software? Does it take a Ralph Nader to show us how we have allowed the manufacturers of audiovisual equipment to rip us off in the name of technological innovation? That which is new one year becomes obsolete a year later. Planned obsolesence may have been fine for car manufacturers in the 1950's, but even they have

acknowledged that that kind of waste is no longer supportable. This has happened with almost every kind of equipment used in the school library media program. And a basic truth still remains true: without the right piece of equipment to go with the right piece of software, the media program becomes a sham. Astonishment fades only at the numbers who do not protest, for we think of ourselves as a cause-oriented profession. How many in this room who evaluate library media programs know about and use the resources of the Educational Products and Information Exchange (EPIE) located in New York City? EPIE does speak up and is a forceful voice for enlightened consumerism in our field which seems more concerned with consumption as opposed to consumerism. We need to assert ourselves regarding this wasteful, "planned obsolesence."

Let's consider environment for a moment or two. We need to be more concerned about the quality of the learning environment in our school buildings, our library media centers, and our classrooms. Each of us has our own story to tell about rooms that cannot be darkened (no shades), library media centers with no electrical outlets (someone forgot them), small screens mounted high up on walls too far away from the student seats (who needs to see?), and rooms that are not sound proofed. These are just some of the poor environmental influences which cripple the library media program in too many schools. As with consumer advocacy, we must use some common sense and the judgment we are capable of as professionals, regarding how schools are designed and built.

Now, my apologies to everyone who today has said: buy into, trade-off, input, implement, pro-active, interface, and upfront to describe an action taken or anticipated. We don't interface with people; we talk to them. And if we want them to buy into what we are doing, we should ask them to help us accomplish what we want to do. Look at the New York Times, of Sunday, November 12, 1978. The Magazine Section tells why the Greenwich, Connecticut, public schools hired a person to help teach that school system's administrators how to communicate in writing. It seems they couldn't write without expressing such atrocities as buying-into, trading-off, interfacing, and all the other jargon that litters our linguistic landscape. And the parents in that town didn't know what the educators in that fine system were trying to do because they couldn't speak that language - talk about a failure to communicate! Put any two library media professionals together and it starts---AASL, AECT, NEA, ALSC, YASD---we talk in initials and express important matters in acronyms. We are, by our own definition, in the business of communication, but we do a poor job when the people we most need to convince of our value - the teachers, students, and parents - don't know what we are talking about. Writing is an important discipline. To be able to write clearly and express well to others what we are doing (rather than just talking about it) is a demanding discipline, which is why so few people do it well. But I believe that there is a direct relationship between being a good library media specialist and being able to write well.

Any library media program that aspires to the rank of an excellent teaching program must have certain things happening. Good teaching, while it appears deceptively spontaneous, is an art form based upon skills which are thoughtful, intellectual, and compositional. And so it must be with good media use. In recent years, library media specialists have worked hard to improve their capacity as teachers and instructional leaders. And many classroom teachers (among the best I have observed) have taken inservice or academic courses in such fields as the production of media, educational technology, or relating media use to the curriculum. No longer is using media the exclusive province of the library media specialist, nor is it something that happens only in a library media center. These teachers do not intend to become library media specialists in that they plan to run a library media center, but they love the media and they see quickly the relationship of good media use to excellent teaching and are quick to use it. I have been embarrassed, in fact, when I evaluate a program and observe that there are classroom teachers who are more effective media specialists than the person in the library media center. When I see a teacher doing what we're most concerned about here - teaching better and helping students learn more ably through excellent media use - I see a procedure that has culminated in improved teaching and better learning. That is what excellent media use is about and, to the extent that we library media specialists learn from these classroom teachers, or share our strengths, we will improve the likelihood of providing an excellent media teaching program.

Finally, good media use, like good teaching, is good person-to-person communication. As evaluators of library media programs, let us accept the credo that media use is not a subversive activity, and that its proper use will reinforce every good value we assign to humanistic teaching. Before all else, the excellent library media program must help teachers improve their teaching ability and their capacity to improve the conditions under which a child learns.

There are other matters of concern when evaluating the library media program and those who staff it. In any school there are three possible combinations that control how effective the library media program will be. Whether they converge in harmony or conflict is the key issue. There is, hopefully, a library media professional who is working to deliver the services I have described. Then there is a professional staff and some support staff. Finally, there is a principal. That is a given combination in almost every school in this country. It is possible to deliver an excellent library media program if the professional staff and the library media specialist work well together. Subverting or end-running principals who just can't keep up with their staff's capabilities is a common modus operandi in many schools. And it is possible for a library media specialist and an able principal to combine their strengths to persuade (or compel) an "average" teaching staff through a combination of inspiration and energy to "accept" an excellent library media program as an important element of their teaching. Persuasion, example, and energy are components that must be present in any

successful library media specialist who wants to be a good model for others to follow. Each research study confirms what we have "known" about what it is that makes an excellent school - it takes an effective principal, combined with an able staff who value excellence and children, and believe that children can learn, and voila - success! Other "things", supposed to be essential, vanish or play a lesser role. Parental support flows to this kind of school; the students love it, and everyone works together to achieve excellence.

But there is another kind of situation; if you have only one of these combinations going for you, you're already in deep trouble. A library media specialist determined to have an excellent program, pitted against an indifferent or hostile principal or staff forecasts failure. And a deadly combination of a library media professional and a principal who, through ignorance or neglect, don't know what an effective library media program is or what it can deliver, are doomed to failure.

Most of our supervisory time is spent working with the staff who resist our efforts to help them. They occupy so much of our time that I call it the tyranny of the weak. We try to help them become better professionals and better persons but we don't get far. Every school has a certain number of "professionals" who prefer to live in the shadowy world expressed in third person plural - "They". "They don't like me." "They did this to me." "They don't understand me" are common laments, and to them life is a conspiracy of "they's"; it haunts their lives and serves as an excuse for their doing nothing. After all, why bother, "they" won't let me accomplish it. These losers don't really want to change, yet we spend most of our time trying to get them to change. Mercifully, these individuals are balanced by a group of extraordinarily well-motivated and dedicated professionals. They are as exciting to work with as the first group are depressing. Nothing gets in the way of their determination to teach with inspiration, dedication, and excellence. Because they appreciate our work and use our programs well, we treasure the time we spend with them. The third group, well, they represent that large group of teachers who really do want to do a professional job; they are conscientious and productive, not bitter or burned-out. They like children and can be effective teachers, but they are not always certain about the best way to go or how to translate their goals and professional commitment into good teaching. These are the professionals who need us most. Working well with them underscores an earlier theme, understanding what is important and doing it.

One of the luxuries of writing a book is to confirm your particular prejudices about what an excellent library media program is. I confess to this, not in guilt or in a defensive sense, but rather, in simple acceptance of the limitations I have already stated for those who seek to define or describe excellence in any field. But I hold that I do have a right to share my notions with you, so let me provide a list of what I feel exemplary media programs share in common.

One is that successful media programs, no matter where they are housed, recognize "targets of opportunity." That is a military term. Perhaps you are more comfortable by calling this "seeing the crack in the door and going through it." It is the same thing. Excellent library media programs instinctively recognize a target of opportunity (or an opening) and make it their own. Two, there is not an excellent library media program anywhere that does not radiate the effects of good management. Three, every excellent library media program serves as a link, sometimes between the old and the new, sometimes between the new and newer. Whichever it is, the successful library media program provides the link that helps people move from an old way to a newer way. Four, no exemplary library media program exists anywhere that does not have clear and explicit goals, and a philosophy about what it is and what it is supposed to do. Just as any fine teacher has a sound instinct about what needs to be done and how to do it, so does the excellent library media program result from careful planning and a sense of direction. Five, exemplary library media programs show an ability to incorporate the work of others to achieve improved programs. Aides, volunteers, other teachers, students - all these are resources, and, more, are combined to strengthen the program. Six, successful library media programs are successful teaching programs. The exemplary library media program is capable of teaching students as well as any other credible classroom instructional program. Seven, exemplary library media programs are able to translate theoretical concepts into sound instructional programs. They incorporate the theories of a Bloom or a Piaget into their program structures, and this motivates their work. Yet, they know, too, when to leave off the theory and get down to the business of application through sound teaching. Eight, exemplary library media programs expect to be measured by how well they do their job; they seek evaluation for, like good students, they love to measure up to the challenge. And it is a demanding measure I speak of here, for being kind or well-meaning yet incompetent doesn't make excellent programs. Add your own exemplary measures to these that I have stated. You should because it shows that you are thinking, and that is what you are here for.

If you choose to do so, predicting the future is a wonderfully carefree game to play. I give you my inspired vision of the future today, but I'll be gone tonight. If what I tell you proves true, then I am wise; if false, you won't remember. Either way, I win. But if we are serious about improving program evaluation, then we have to recognize that the future, itself, represents the opportunity. I think it is safe to predict that, during the closing decades of this century, many of us are going to become involved in program activities that vary uniquely from what we are now doing. Some of these activities will be mandated (in a sense, forced upon us), and others we will seek out on our own. An example of the mandated activities is PL 94-142 which requires that, by 1980 every child between the ages of three to twenty-one, and needing special education must receive a free and appropriate education. Here is a target of opportunity! PL 94-142 is going to create very different library media programs from those we know today. Serving the

mentally or physically handicapped will require staff development, new materials, and new attitudes.

Other federal legislation directs us into vastly different educational pursuits. The Department of Justice, for instance. And whoever would have thought that the Department of Justice would exercise influence upon the school library media program? In Stamford, Connecticut, we have begun a program called Project RISE. Project RISE involves middle-school students who exhibit, according to Justice Department jargon, antisocial behavior. You know them as problem children. The money to fund the program comes from the Connecticut Justice Commission, but what does this have to do with the school library media program? A great deal because, in Stamford, we have made it relate to that program. We saw this grant as an opportunity for library media professionals to work with guidance counselors and administrators and parents to develop a program that serves as a link between the community and its schools. Seeing the library media program as an information link between school and community for special purpose programs is a target "sine qua non."

Then, there are the funds for career education programs funded by Title IV-B (now Title IV-D). In Stamford, we were able to hire two additional career-information counselors who work from our secondary school library media centers. It's an exciting and innovative program bringing students who don't usually go to either the library or the guidance counselor's office into the library media center by using information about careers and vocations.

The words Comprehensive Employment Training Act (CETA), and Youth Employment Training Program (YETP), should be well known to you as excellent targets of opportunity. YETP which is funded by CETA funds and their local Youth Advisory Councils must make a minimum of 22 percent of the total regional allotment available to local school districts. Too many school districts don't even know that the money is there, much less how to go after it. We have used that money to pay for the Guidance Information System (GIS), a computerized data base providing access to vocational and college information which has been set up in our high school library media centers. Never, without YETP money, could we have afforded this highly regarded service. For like every other school district, in recent years, we too have had severe budget cuts. So consider the variety of federal funding available, and not just from the Department of Health, Education and Welfare, when you think about ways to find the money to mount the kind of library media program you may want or your teachers and students may demand.

Recognizing and using targets of opportunity with finesse requires good management. And most library media specialists aren't well-trained managers. Unfortunately, we prefer to concentrate on the trivial, and the quantitative, because these are easy to manipulate - counting the circulation or scheduling classes into and out of the library media center are good examples of this style of management. It is a challenge to manage the library media

programs we are talking about here today. Ferdinand Fournies, a top management consultant and a highly lucid writer about management and management styles, states: "You are a manager to the extent that you can persuade someone else to do something for you." Neither Fournies nor I is calling for a management of arrogance or caprice. Just saying "do this" or "go for this" of "do that" is not the kind of management I'm talking about. To be a top manager you have to know what's important and translate that to others with a clear sense of purpose. Good management depends also upon the ability of the library media program to establish its instructional credibility. As a profession, our greatest credibility, it seems to me, lies in our capacity to lead the movement toward individualized learning. And, in spite of the Back-to-Basics Movement, the most important teaching ability will remain the ability to match the right instructional materials (people and things) with the special learning needs of the individual student. We have established a credible history in that process and we should not abandon it now because times are tough.

And before I conclude, I must say something about the importance of developing a true understanding, good philosophical roots if you will, about what you are doing. They do help you believe in what you are doing and convince others to follow you. I am disappointed about the number of professionals in school library media centers who don't know anything about the writings of Bloom, Piaget, or even Kozol whose educational theories, whether right or wrong, have had a profound effect on shaping what we do every day. We need to be much more thoughtful and understanding about how and why people learn. Now I don't mean that committing Bloom's Taxonomy of Learning to memory is an appropriate response; this is the wrong road to follow. Empty words, applied in a vacuum do not make an exemplary library media program. What I do mean is developing a sense of pride in what you do by being able to tell people why you do it. This is a pride which comes from knowing you are doing a good job, being confident that you can help others, and being willing to lead. It means knowing how to manipulate the system to find the targets of opportunity. Finally, unless the ultimate purpose of the library media program is to be an excellent teaching program, a program led by an outstanding teacher, then none of what I have said today about evaluation and what to look for in a library media program when you are evaluating it will matter much, for to teach well assures that the rest will follow as a natural course.

(I am grateful to Dr. Jane Hannigan, of the Graduate Library School of Columbia University, for stimulating some of my thinking in expressing her ideas about the use of media and teaching.)

PERSONNEL EVALUATION AS PART OF PROGRAM EVALUATION

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PERSONNEL EVALUATION AS PART OF PROGRAM EVALUATION

Personnel evaluation takes place within a context of overlapping and interacting parts. Its major purpose is to inform the person being evaluated about his/her performance and to stimulate thought and discussion. It cannot be separated from personnel management or program management. Whatever you do as a library media supervisor, you are affecting the persons with whom you work. Therefore, before specifically addressing personnel evaluation, I will first make a few remarks about personnel management.

Each of us has his/her own personnel management style; however, numerous characteristics which are common to us all can be found. It is, therefore, the purpose of this paper to pull together some of these commonalities and to describe their implications to personnel management. Whatever your style, you must constantly examine it and how it is affecting those you are supervising. Muriel James provides a description of supervisory and managerial roles in her book titled The O.K. Boss. She states:

> Traditionally, the supervisor's job is considered the management of people and the solving of problems related to their particular jobs. The manager's job is generally more diversified. It is to set objectives, to organize personnel and resources in order to achieve these objectives, and to establish ways of measuring the degree of success or failure. It is also the manager's job to motivate and communicate with people and to develop their skills.[1]

If Dr. James' descriptions are literally applied to our job responsibilities, we would add another term to our already overburdened jargon. I suppose that we would be called "supervising managers" or some extraction thereof. The above statement does provide an overview of all the elements which require our attention for an effective personnel management program.

To assist in the development of a personnel management style, there are several useful statements to keep in mind. They are:

1. The worth of a person's position is in direct proportion to the intensity of those trying to remove the person.

2. The amount of time spent working with a subordinate must be in relationship to the value or worth of the person to the organization.

3. If everything is important, then nothing is truly important.

4. Before one can effectively supervise others, one must be secure with one's own identity.

5. Not every subordinate will respond positively to your directions, and whatever they do appears logical to them.

6. When you are hired as a supervisor, your style of personnel management is being bought.

7. Not everyone is in command of the decisions or changes which affect either his/her professional or personal life.

8. Personnel management is getting things done through your subordinates.

9. You get paid for what your subordinates do, not for what you do. Therefore, you need them more than they need you. The only reason you are there as a manager is to do everything in your power to help them become as successful as they can be. You succeed only when they succeed.[2]

These nine statements should cause each supervisor to examine his/her managerial roles and responsibilities. Always remember that each subordinate is unique.

All supervisors must work with people. It is your responsibility to help these persons to develop their skills; however, you must always be mindful that it is their skills and not your skills, or even the skills you perceive that they possess, which are to be developed. In supervising your program activities, you must be able to assist the staff in developing and implementing program objectives and services, measuring success or failure, and communicating program activities.

Depending upon one's particular assignment, one will, as a program manager, be forced to interact with superordinates and subordinates. Each boss has the responsibility for someone else. With this responsibility, there are certain items which must be dealt with; these can be divided into two areas: (1) program management and (2) personnel management. Just as the other papers in this document stress the importance of examining the entire program and not removing any portion from the whole, personnel management cannot be examined by itself. It must be looked at as part of the total library media program.

When looking at personnel management from a supervisory standpoint, often we think that in doing nothing we are doing no wrong. But in reality, we are doing a disservice to either the staff or to the program. Supervisors must initiate action when working with staff. Some supervisors, too frequently, find it easier to take a reactive role. They sit back and react to whatever comes their way instead of taking a positive position and

working with staff in developing an effective program which relates to the system's goals and objectives. When we are providing leadership to our staff, we can plan the direction the program will go. If, for some reason, it does not reach the projected outcomes, we will know where our shortcomings are and suggest possible means for rectifying the situation.

As supervisors, you must know where you are going. If you do not, then it is safe to say that your staff will not. You must talk with staff - know what their day-to-day activities are, what their concerns, hopes and fears are. You have to look at a person's behavior for behavior is the only thing we can deal with or change. When you hire someone, you are merely renting his/her behavior. As managers you are merely managing people's behavior within your institutional parameters. You can never change a person's attitudes, for conditioning becomes too great a force to overcome.

Skilled managers will get someone else to do the work for them. This does not mean that the manager has nothing to do, for in order to get others to work and accomplish the program goals, the manager must be on top of things. Whatever his/her managerial style, the boss must know what is happening.

A process should be established for examining the skills of each staff member. In establishing a process, there are three broad skill areas which should be considered. These are (1) human skills, (2) technical skills, and (3) conceptual skills.[3] The successful performance of each skill area will lead to a competent staff member. Therefore, we can state that a competency is a skill which is developed and is achieved and measured through one's performance. As a manager of people it is your responsibility to assist in making your staff competent. There are various ways in which this can be provided, such as:

1. Workshops or inservice programs
2. Specially designed programs to meet identified needs
3. Planned independent study
4. Practicums
5. Work experience in different settings
6. Planned visits[4]
7. Desk conferences
8. Planning and progress review sessions
9. Coaching analysis[5]

The three skill areas will serve as one alternative or means around which a personnel evaluation program can be developed. The human skills relate to the ability to work effectively as a group member. The second, technical skills, is the understanding of, and proficiency in, performing a specific kind of activity, particularly one involving methods, procedures, and techniques. The conceptual skills relate to the ability to perceive the system as a whole; they include recognizing how the various functions of the organization depend on one another and how changes in any one part affect all the others, and they extend to seeing the relationship of the individual unit to the profession, community, school, and the political, social, and economic constraints.[6]

An examination of several evaluation forms revealed that particular emphasis is still being placed upon technical skills. We are still very process/procedure-oriented, often stressing the importance of things over human factors. Any effective personnel evaluation program which is going to satisfy both personal and program needs must include all three skill areas.

The following will provide a graphic overview of elements to be included within each skill area.

SKILLS

Human	Technical	Conceptual
1. Representation	1. Instructional Development	1. Planning
2. Power Structure	2. Administration	2. Decision Making
3. Perception	3. Selection	3. Assessment/ Evaluation
4. Change Agent	4. Utilization	4. Organization
5. Group Dynamics	5. Production	5. Analysis
6. Communication[7]	6. Research and Evaluation	6. Synthesizing
	7. Leadership and Professionalism[8]	7. Hypothesizing[7]

The above provides a structure for the evaluation process. However, regardless of which process is used, every attempt should be made to measure/evaluate each individual based upon his/her own performance and not that of the group. There should also be continuous assessment of the entire library media program and its effectiveness in meeting and fulfilling each individual's needs. There is an element of show business in personnel management. Every time you are in front of your subordinates - either individually or collectively - you are on stage. Whatever you do with them is being interpreted by them individually. Therefore, in order to be successful as a manager, you must be responsible for all program resources - both human and nonhuman.

You are the greatest influence over the successes and failures of your subordinates. How, then, do you motivate them in order to

increase their success rate?

Maslow provides a behavioral scientist's response that people act in specific ways according to the dominant need which is currently influencing their behavior. He illustrates this through the Hierarchy of Needs.

1. Physiological - basic human needs - food, clothing, shelter
2. Safety/Security - self-preservation
3. Belonging - acceptance by the group
4. Esteem - recognization for accomplishments
5. Self-Actualization[9] - Gail Sheehy calls this gaining our authenticity. By that (she) means the arrival at that felicitous state of inner expansion in which we know of all our potentialities and possess the ego strength to direct their full reach [10]

Fournies states that if achievement and recognition are the single strongest motivators, the things you can do as a manager to increase productivity are:

1. Get out from behind your desk so you can discover more incidents of achievement.
2. Be sure to recognize achievement when you become aware of it.
3. Interpret incidents of lesser degree of failure as achievement; recognize them.
4. Make up a list of how many ways you can show appreciation.[11]

One of the major reasons managers fail to improve subordinates' performance is that the solution does not relate to the problem. Therefore, a logical remedy would be to develop a corrective technique which would identify the real causes of nonperformance. Coaching analysis is one such remedy. Its purpose is to identify, as specifically as possible, what the problem is and what its causes are. Then the manager and subordinate determine the appropriate corrective action. There are five basic steps:

1. Get agreement that a problem exists.

2. Mutually discuss alternative solutions.

3. Mutually agree on action to be taken to solve the problem.

4. Follow-up to insure that agreed-upon action has been taken.

5. Recognize any achievement.[12]

Willa Cather provides me with a fitting summary for this mixture of personnel management and evaluation. She states in The Song of the Lark, "We all like people who do things even if we only see their faces on a cigar-box lid." In O Pioneers! she writes, "There are only two or three human stories, and they go on repeating themselves as fiercely as if they had never happened before." If we fully accept her two statements, our personnel management tasks should be simplified. But whatever we accept in this entire area, we must remember that we must have pride, and we will have pride if we do the best job we know how to do. Our worst mistake is to come to a dead stop just because our future is unclear. When working with people - subordinates and superordinates - our future will never be 100 percent clear.

FOOTNOTES

1. Muriel James, The O.K. Boss (New York: Bantam Books/Addison-Wesley, 1975). p. 3.

2. Ferdinand F. Fournies, Coaching for Improved Work Performance (New York: Van Nostrand Reinhold Company, 1978). p. 56.

3. Robert L. Katz, "Skills of an Effective Administrator," Harvard Business Review (January - February, 1955). p. 33+.

4. American Association of School Librarians, Certification Model for Professional School Media Personnel (Chicago, Illinois: American Library Association, 1976). p. 4.

5. Fournies, op. cit., p. 94.

6. Leadership Development for the Media Profession (Summary Report: Lake Okoboji Educational Media Leadership Conference, 18th Annual, 1972). pp. 75-76.

7. Ibid. pp. 76-77.

8. American Association of School Librarians, op. cit., p. 10+.

9. Abraham Maslow, Motivation and Personality (New York: Harper and Row, 1954).

10. Gail Sheehy, Passages (New York: Bantam Books/ E.P. Dutton, 1976). p. 48.

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USING STATISTICAL DATA TO VALIDATE LIBRARY MEDIA PROGRAMS

Presentation By:

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USING STATISTICAL DATA TO VALIDATE LIBRARY MEDIA PROGRAMS

Compiling statistical data and using it to support budget requests and justify the existence of a school media program is a way of life in Montgomery County. The impression is abroad that the county is rich and, therefore, I can have whatever I ask for; not so.

My grandmother used to tell me that the way to get rich is to watch your little money. Somehow that message got through to the Montgomery County fathers and they take nothing on faith. No funds are allocated until they are sure that the kids will get value received for their money. When they ask me which elementary schools are below standards, or what equipment does Poolesville High School have that requires a technical services assistant, or why do we have to have media specialists when aides can circulate the books, I have to come up with the answers and they had better be based on hard data or I don't get it. Last year one of them asked me how many items per student we circulated during the previous year. He then compared this data with the per-capita circulation of the public libraries. This gives an idea of the unexpected value of statistical data in responding to unanticipated requests. Now suppose we take a look at the major elements of a school library media program and consider which ones lend themselves to statistical data-gathering, what kinds of statistics are pertinent, and how they can be used for purposes other than budget back up, for instance, for program planning or evaluation.

COLLECTION

Basic to everything else is the materials collection. There are things we need to know about the collection such as the total number of items, the proportion of print and nonprint in relation to student needs and preferences, and whether the collection is balanced in relation to curricular needs, and the multi-ethnic representation in the schools. I am not going back to any magic percentage that should be in each Dewey class. The only really balanced collection is one that reflects the curricular needs of that particular school in the formats most useful to those students. Each of us is aware of national and state numerical standards and, I'm sure, there are counties other than Montgomery that have local Board-adopted standards. Such standards may prove to be restrictive in times of affluence but they can be very helpful in lean years.

Now how does this relate to the need to collect statistical data to support programs? In Montgomery County we do not allocate funds on a per-pupil basis. If we did, the media collections in a large number of very small schools would be virtually worthless. Instead, each school is supposed to have a standard-sized collection which relates to the size of the school and the county standards. No matter how small the school enrollment, a minimum enrollment of 500 is used for figuring the standard collection. After compiling data for several years, we know that the average attrition for

elementary schools is four percent per year, junior high is six percent, and senior high, eight percent. Each year the allocation is worked out to provide each school enough money to replace the appropriate percentage of its collection. This is figured on the basis of the current average cost of an item. In addition to this amount which we call the maintenance allocation, each school's collection is assessed in relation to the standard collection, and those falling below standard are given implementation funds to bring them up to standard. Ideally, these funds can be used to support new curriculum needs or special programs, but the financial crunch has cut into this part of the program.

As we move toward the implementation of more instructional systems, media specialists must give careful attention to assessing their collection in relation to materials identified to support the systems and the number of students involved at each grade level. The same kind of needs assessment is necessary on a regular basis in relation to all curriculum areas. Statistical data on the gap that may exist between what is in the collection and what is required to meet student needs assist in planning for short-and long-range collection building.

ORGANIZATION AND DISTRIBUTION OF MATERIAL AND EQUIPMENT

The second element in the media program - organization and distribution of materials and equipment - does not lend itself to a great deal of data gathering. However, records of attendance, circulation, additions, and withdrawals are important. Most librarians resent having to keep statistics of this kind and claim that they are less than accurate. This may be true but they do give a good indication of the activity in the media center.

PROGRAM

Naturally the most important element is what we refer to as "the program". Several years ago I had Dr. Henry Brickell come down to speak to the Montgomery County media specialists about accountability. Before they heard him speak, many of the media specialists resented my having brought someone to talk on this subject. They were still at the stage of assuming that the media programs were inviolate and everyone should simply accept the fact that it is good just because we say so. Dr. Brickell's basic premise was that there is no accountability unless a bargain is struck; in exchange for a certain level of support, certain student outcomes will be promised. An examination of the national standards, Media Programs: District and School, shows that the accountability element is not addressed in this document. There are qualitative and quantative guidelines but not promises are made that, given a certain level of support, certain results will be guaranteed.

There are a number of models available to identify specific costs for specific services and to give users an opportunity to set priorities for the services they feel are most needed. The models

I have seen are not related to student outcomes. I have just finished putting together a three-level standards based budget. In it, the resources requested must be related to expected outcomes and any change in resources must be reflected in a concomitant change in the outcomes expected.

Now, how do we reach a point of being able to relate a program to quantifiable outcomes? Several years ago a careful analysis of ITBS scores of Montgomery County students showed that they were weak in the areas of study skills, dictionary skills, and the use of reference materials. This knowledge brought us to the point of developing a scope and sequence of media, research, and communications skills. This was originally developed by media specialists with assistance from assessment specialists. The chart was revised a number of times on the basis of experience in working with it and the entire format and title have been changed in the most recent edition. The development of such a chart is of no value unless it is accepted by media specialists, teachers, principals, and subject coordinators as an important part of the instructional program and included in the program of studies. Implementation of a skills program can be successful only if it is interwoven into the existing curriculum and accepted as a joint responsibility of media specialists and teachers. This requires that a training component be included in the package. It has been possible during the past several years to identify schools where all the elements existed - commitment of media specialists, support of teachers and principals - and there has been a significant change in the test results in these schools.

We can say that, as an outcome of the elementary media program, at least 75 percent of all students will master the reference skills they need to fulfill their instructional objectives.

This, I believe, is the kind of data that will be required in the future if the school media program is to survive. I'm glad there are only two people here from Montgomery County because they are all tired of hearing me say that school media specialists must see themselves first as teachers and only secondly as librarians. Only to the extent that the school media program is an integral part of the instructional program can it survive.

FURTHER THOUGHTS ON NEEDS ASSESSMENT AND PROGRAM EVALUATION

Presentation By:

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FURTHER THOUGHTS ON NEEDS ASSESSMENT AND PROGRAM EVALUATION

When I first looked at the title for my requested contribution to this "Issues in Media Management Series," I was elated. Just think - a speech that would require only two sentences. And it would go something like this: - "Ladies and gentlemen, I have no further thoughts on needs assessment and program evaluation. The previous speakers have said it all - and said it so well - that I can think of nothing more to say." Actually - that statement is only partially true. The previous speakers have said it all - and said it well. However, those of you in this room who know me can attest to the fact that it is a rare moment when I have "nothing more to say."

In preparing this paper I have tried to include thoughts on the variety of topics discussed by the earlier presenters. Since I have heard their ideas for the first time here at this workshop - I am sure there is the possibility that I may disagree with some, reinforce others, and, with a little luck, offer a few new observations. Attempting to summarize the thoughts of earlier presenters frequently offers the prerogative to distort ideas - and make them sound the way you want them to. Let me assure you of two things, however, one, I have learned a lot and, two, I will do my best to give you my honest reactions. I do have a lot of little notes jotted down in the margins of my paper - so, if I seem to be slowing down at times, it is because I'm having difficulty trying to read my own writing.

Before I get into the topic assigned to me - I would like to add a word to Phil's list of educational jargon we can do without. "Reprioritize" is the word - and may it have a very short life!

Elsie started out by referring to the fact that we have lots of pressures in education today. This reminded me of a comment made by a new member of our faculty at the University of Buffalo. As I walked past his office the other day, I noticed him sitting with his feet on the desk and a look of dismay on his face. "What's your problem, Chai?" I asked. His answer was, "Ah, this place is a real pressure cooker!" Remembering this while hearing Elsie's statement, I decided that perhaps this is a good description of where we are in education today. But the pressure cooker is not our biggest problem! It seems to me that the biggest problem may well be that we're not sure what we have cooking in the pressure cooker. I don't think we can deny, however, that one thing that needs to be in that recipe for education is evaluation - which is the focus of this institute.

Two of our earlier speakers - Tom Sills and Phil Baker - gave you some rather nostalgic thoughts about their childhood memories. I'm afraid that would take me back a little too far, but I would

like to start looking at where we come from. Going back to the early 1950's, I can remember very clearly that the old library "work room" became the listening and viewing room for filmstrips and records. It was the only place with electric outlets! Another memory of the old days was the fine system for overdue books. I can still recall the one little second grader saying to a friend that he should not forget his fine money tomorrow or Mrs. Lowrey would not have any lunch money! As I look back on that statement, I think there might be more truth in it today than there was then.

WHERE WE COME FROM

It would seem unwise - in fact from my point of view it is an impossibility - to discuss evaluation of school media programs without an understanding of where we come from. Where we have been and what we did while we were there! I don't plan to go into the history of school libraries, but I do believe we need to be perceptive and honest about where we have been if we are to provide an entry for solutions to some of the difficulties we face today. I'm going back a little more than a decade ago to the enactment of the Elementary and Secondary Education Act of 1965. The whole experience of this financial bonanza brought a new impetus to all of education, including one of its integral parts - the school media program. In retrospect, it was an unparalled period of affluence in the history of education. Nationally, existing school library collections and programs were expanded. Thousands of schools - both elementary and secondary - opened libraries for the first time. Never before had such large numbers of media formats and equipment been purchased. Professional and clerical staff were hired, professional organizations expanded in membership and activities - with some effective professional mergers having taken place. There were new ideas emerging, much experimentation took place, the unified media concept was adopted, higher standards were stated, and there was some evidence of attitudinal change.

These were some of the many good things which happened - but it was not the perfection that many of us hoped for. We made the mistake of assuming that parents and taxpayers were aware of what we were doing. I might also add here that we made the mistake also that teachers and administrators knew what we were doing, and that they were all satisfied with what we were accomplishing. It is my belief that during this period we made three mistakes which have contributed to the weakness of the support we now need for school media programs in this particular time of trial and crisis faced by all of us. I would like to speak briefly about these three points.

1. We failed, in the majority of cases, to push for district-level leadership, to assure the sound development of school media programs which would become part of the instructional programs. As a result, cartons of materials remained unopened, unorganized, and unused by students and teachers.

Hundreds of pieces of equipment such as overhead projectors were discovered in closets gathering dust. Specially-funded projects went unmonitored and failed to meet the commitments of their funded proposals. It was at this point that we began to hear the calls for accountability, which we cannot deny as justifiable. Strong media program leadership at the district level could have avoided the waste and led to the integrated use of media in the instructional program. This is evident even today in this atmosphere of economic depression within the schools. For instance, there appears to be a pattern that those media programs which have a close working relationship with curriculum continue to be funded, while those which are less integrated with the curriculum are being cut. And I believe those media programs which are curriculum orientated and function as an integrated part of the instructional program are a direct result of strong district media supervision and leadership.

2. We failed to carry out research to provide us with the validated results to support the positive effects of the school media program on the learning process. In all the reading and rhetoric on education, we can find little reference to the educational contribution of the school media program. Its just not in the literature, for we do not have the research to back up what we say.

3. The third point, which is of most importance to those of you attending this workshop is we failed to evaluate what happened to students as a result of large increases in materials, of accessibility to multiple formats of resources, of school media programs where there had been none before, of professional staffing and on and on. Yet, we failed to evaluate what happened to the students because of all these different things. Once again, we assumed that stating the value of quality media programs was all we needed to do. Putting it to you directly, we have long been paragons for measuring the means but derelicts in assessing the effects.

As you well know, it is the last of these three concerns which is the emphasis in this Institute. The Division of Library Development and Services in Maryland is to be commended for its foresight and attention to the evaluation process. It might be compared with competency-based education; it's not going to go away, it has many valuable aspects, and we are going to have to pull the really important things from it and make use of them. It is not an easy task, nor are there simple answers to the

complicated questions it poses, but staff development sessions such as this should assist school media personnel and administrators to get their act together and get on with the task of assessing the success or failure of the school media program.

SETTING FOR CHANGE

Evaluation, of course, is going to bring about change in what your work entails - in the kind of setting you will come up with. I would like to quote for you a statement by Shirley Aaron which, I think, is appropriate here.

> The inevitability of change in every facet of life is no longer debated in our society. It is agreed that the one certainty today is change, and deliberation is currently focused on how to control and plan for change.[1]

The demand for accountability, both from within and without the educational milieu, continues to grow and is reflected in a variety of proposals - all of which have strong implications for change which will effect the media program. Competency-based education mandates for library and educational communications students in higher education, testing for the achievement of a high school diploma, tax referendums such as Proposition 13 in California, (there were over 20 "tax revolt" type propositions in the late elections), the "Back to Basics" movement, and others. You might be interested in Fran Dean's (Immediate Past President of AASL from Montgomery County) 3R's in answer to the "Back to Basics."

> Can our profession quarrel with a parent who insists that a child be able to read, write, and compute? As educators, however, we have a responsibility to convey the necessity of three more R's: research skills, retrieval of information, and reevaluation of preconceived ideas and information conveyed by whatever means.[2]

To assure any degree of credibility for our claims of the educational contributions of the school media program, we must change our methods and attitudes about program evaluation. Earlier, Tom Sills said something about the need for having more money. Personally, that old saw doesn't go any more. I'm not sure it ever did go! Rather, it was good to hide behind, a good excuse for doing nothing. Don't misunderstand me. I'm not denying the need for additional money. My concern is that we should think less about how much could be bought and more about kinds of programs we could provide.

Staff development sessions, such as this, will generate a better understanding of program development and evaluation, and foster a higher degree of success in practice. In attempting to implement change we need to remember that change is more favorably received when: (1) it is understood, (2) it does not threaten security, (3) people affected by it have helped to create it, (4) it has been planned, and (5) the group involved has been trained to plan for improvement. It must be remembered that the staff can be held accountable for program evaluation only to the degree that they are given the knowledge, tools, and support which they need to do the job.

One of the most serious problems we face in our efforts to promote evaluation is that of attitudinal change. As members of the "people" race, we have some built-in problems which are affecting the progress we are attempting to make. We are all bound up in our own unique hangups, and some of us would rather hang than give up. Talk to people in the field, observe their reactions when "evaluation" is mentioned. Of course, there are always the fence straddlers, but the others are either passive or positive in their attitude, frenetic or fruitful in their actions, despondent or desirous for improvement. We must work with many different kinds and groups of people. We must believe in the role which must be accomplished and we must convince others of its merit. I agree with Dave's statement that we deserve Academy Awards, and I would add that we also need a touch of the Madison Avenue technique to market our programs. I guess one of the most difficult questions to answer is, "Which group do we start with?" Generally, the fence straddlers don't worry me too much, since I have a strong suspicion that they won't be too helpful in any circumstance. The negative thinkers, however, I believe are worthy of our attention. For those who are confused, we must try to clarify the issue. For those who are grieving, we must get them going. And, certainly, for those who are supportive users of the media program, we must continue to prove to them that their faith is not misplaced.

One of the other people problems is that we have bought, or been sold, the <u>total</u> (and I emphasize that word) success snydrome. By adopting this value so strongly, we have failed to exercise our right to be wrong occasionally. We have also not allowed anyone else to have that right to be wrong. This poses a problem in the form of a personal threat too often envisioned in evaluation - that program failures may be identified which will reflect on the individual practitioner. For this reason, it can not be stated too often that evaluation is a tool for improvement - not a tactic for indictment.

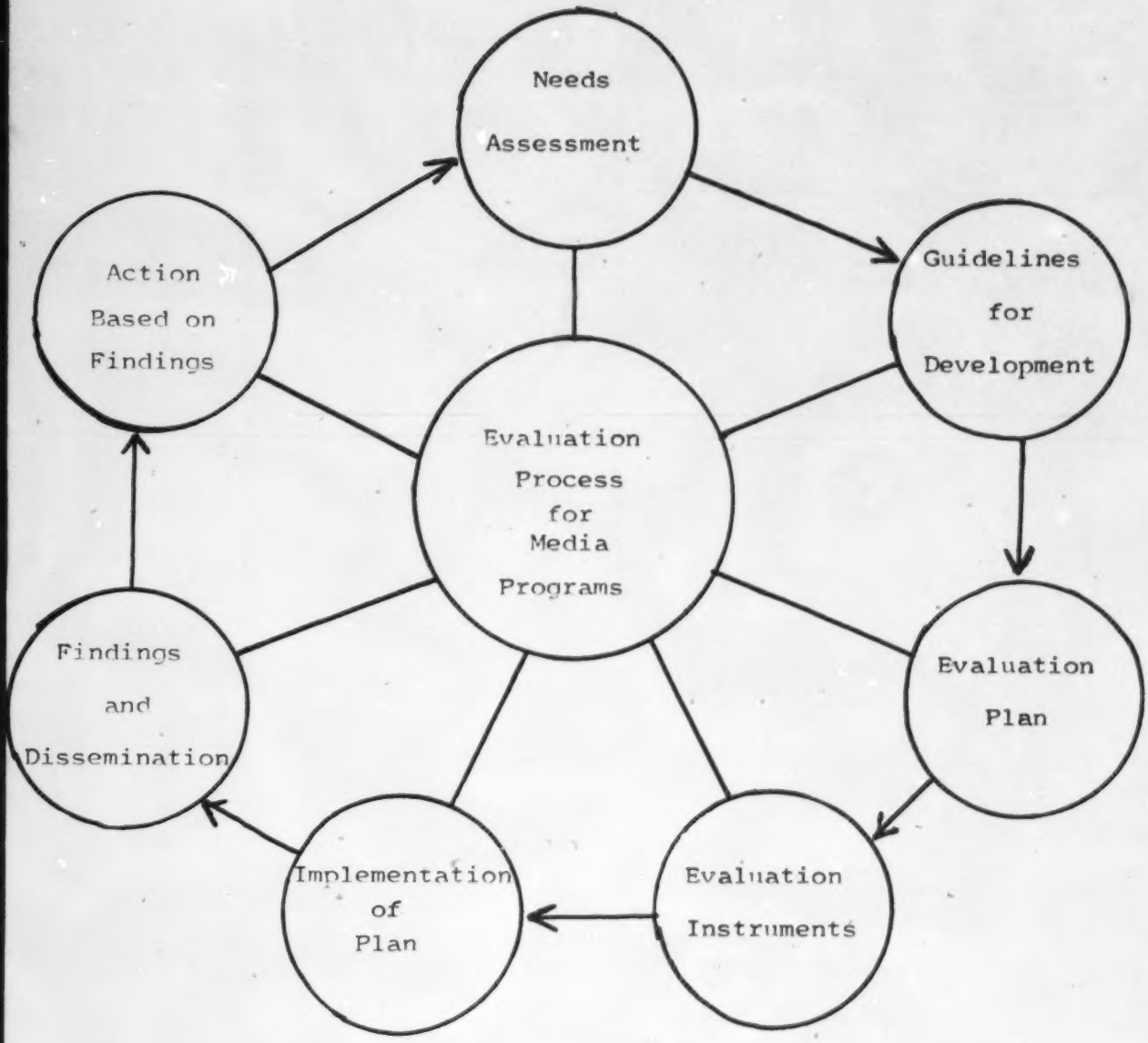
EVALUATION - THE PROCESS

Before any intelligent insights can be acquired on the process of evaluation, it is imperative that we arrive at an acceptable meaning of the word "evaluation." A search of dictionaries and the literature of the field reveals a multitude of statements from the simple to the complex. We hear the term used for a variety of purposes, such as evaluation of personnel performance, of media

and equipment, of learning systems, of instructional techniques. And then the question is posed, is it quantitative or qualitative, is it formative or summative evaluation. It is of little wonder that evaluation means different things to different people.

I suppose if I were required to state my definition of evaluation I would first envision a library media center and then say something like this: Evaluation is a process used to determine how well the goals and objectives of the media program are achieved. As you can see, that is a very simple statement which I know would bring disagreement from people such as Stufflebeam, Gooler, and Scriven because it disallows the complexity of the task. As this program has evolved over the past three days, it becomes self-evident that the evaluation process requires a high degree of organization and planning. At this point, I will attempt to summarize that process as I have heard it discussed here and as I believe it to be, with as little distortion as possible.

The chart I have distributed is a very simplified version of the steps you need to take when you consider an evaluation of the media program. Havelock's Supervision Model it is not! But it can be used to help you follow the process as I briefly discuss it. It identifies the steps in evaluation and is presented in a circular format to indicate the continuous aspect of evaluation. Its purpose is to determine the strengths and weaknesses of the media program with the primary focus on improvement rather than on shortcomings.


Needs Assessment
Guidelines for Development
Evaluation Plan
Evaluation Instruments
Implementation of Plan
Findings and Dissemination
Action Based on Findings
Evaluation Process for Media Programs

The initiation of a needs assessment study is the first step necessary to appraise the effectiveness of the media program in light of its existing philosophy and goals. Decisions will need to be made on whether or not the total program is to be appraised, or only parts of it, and whether those included in the assessment should be the entire population or specified segments of it. It is not always necessary to evaluate the total program at one time. You may want to decide which are the priorities and place the emphasis on them as they fit into a larger, more comprehensive evaluation study. Whatever areas are agreed upon, the needs assessment study should consider plans to meet the needs of the future and should be certain that the planning is based on meaningful user input. For too long, we as library media specialists have enjoyed almost complete autonomy, and we must now consider the needs of the marketplace for our services as justification for what we do.

The results of the needs assessment will provide the kind of direction for the statement of evaluation guidelines for development. By this I mean the identifying of priorities, which will eventually become the basis for setting or redefining the long-range goals and short-range objectives of the program. In addition, they will also be a determining factor in the plan for evaluation which is adopted. About three weeks ago in Florida I was talking with one of my former students about the use of school-based management. Basically, this meant that she, as the library media specialist, was evaluated on how well she had achieved the objectives of the media program. All this relates back to the evaluation objectives as determined in the guidelines for development because they serve as the basis for the evaluation plan.

Whatever evaluation plan is eventually agreed upon, it must be one which will speak to the deviations between what exists and what is desired as shown in the needs assessment. It is these differences which represent a gap in performance of the media program. Any effort to measure program effectiveness will require a systematic, defined, sequential plan for the purpose of gathering the information agreed upon as necessary to those program aspects identified in the goals and objectives. Closely allied to decisions upon the plan for evaluation is a concensus on the evaluation instruments to be used. The choice of an instrument is crucial, since it can have a positive or negative effect upon the people involved and the validity of the data for the stated purpose. Traditionally, standards as stated at the state and national levels have been the only instruments available in the field. While they are useful as measuring instruments, they are designed for a general population only and not one media program. And while the newer standards or guidelines are more qualitative than in the past, they still tend to be quantitative in nature and need to be adapted for evaluation purposes. We are more fortunate now, however, than we were five years ago in locating evaluation instruments. A variety of measurement tools from which to choose have been mentioned during the institute. The need for evaluation has been

recognized and there are more people working in the area. While the available instruments still tend to be quantitative in nature and vary in quality and complexity, they do offer models which can be used as presented or more profitably, perhaps, adapted for the specific needs of a media program.

And now that the planning has been completed, there is the need to look at one of the more difficult procedures in the process - that of implementation. Although the gathering of data does not always require complex instruments, nor does it always require computer access, it does require man hours and human understanding. It calls for the involvement of students, teachers, administrators, library media center staff, and parents. It is in this part of the evaluation process that the supervisor of media services at the district level plays a most decisive role, one which will have great influence on the success or failure of the evaluation. Through personal contacts and staff development opportunities they can develop positive attitudes and self-concepts and an understanding of evaluation as a total process in which each individual contributes to an integrated whole. And, finally, to convince people of the need to evaluate if we are to be able to demonstrate the effect of the media program on the learning process and to plan for even better educational contributions in the future.

The findings evolving from the evaluation will vary, depending upon the scope, format, reasons for the appraisal, and the thoroughness with which it was undertaken. Once the information has been collected, it will need to be analyzed and judgments will have to be made. Results must be disseminated. I don't think I can emphasize that enough. I'm sure you are all aware of many studies that were never fully utilized because they were not disseminated or publicized. Any evaluation results of the media program should be analyzed and judgments made. Perhaps the reason some of this doesn't happen is, once again, the fear of revealing any failure within a program. The produced records and data can be counted on to point up the major factors influencing the success and failure in meeting user needs and stated objectives. An interpretation of the findings will, either implicitly or explicitly, lead to some change and translation into action. This action could be directed to such things as priorities, alternatives, services which best fulfill the need, statistical significance, educational significance, cost effectiveness, and performance data. This, then, brings us full circle to the needs assessment component of evaluation.

An honest observation of the evaluation process for the media program must also caution those who would undertake it: that it is not an easy job, that we still have a lot to learn about how it should be done, and that it takes time, commitment, and money. But despite the problems, it must be pursued by the field, for implicit in the entire process is the need to ascertain if the goals and objectives of the media program are being fulfilled. Through

assessment, the reasons for successes and failures can be discovered, the goals and objectives can be redefined when necessary, and the decision-making process can be based on valid data. For too long the whims, gut feelings, tradition, and personal biases of school library media specialists and educators have impaired the educational process and cost the nation's taxpayers heavily. And not to be overlooked is the fact that the evaluation of school media personnel is inherent in any assessment of program effectiveness.

Looking at the evaluation process, I hope I have been able to convey three ideas in addition to those which have been directly addressed: (1) that evaluation is constructive only when it helps to minimize our difficulties or resolve our problems; (2) that it must place a high premium on human worth; (3) that it involves more than a touch of common sense.

CONCLUSIONS

For whatever reasons, but in all probability because it has been easier and more comfortable, we have failed to evaluate the educational practices and programs in the past. Like all other facets of the curriculum, the library and media programs have suffered from lack of validated data to support their effectiveness as an integrated part of that curriculum. Attitudes have changed; the Midas touch has been replaced with budgets of Lincoln pennies and questions are being asked which demand more than mere rhetoric for answers.

We are being tested, as well we should be. We must accept the fact that we face the same accountability tests as the total educational program. Library media educators and practitioners will need to assume a leadership position in the evaluation. Entry level library media specialists must be prepared to fit the design of new practices, and those now active in the field cannot be content to maintain a passive role. It is an undeniable fact that we are faced with a massive number of impending crises which give us little cause for optimism about the future. But as someone put it very bluntly, "Now is no time to throw up and pass out!" Or, to put it a bit more genteely, "Let's not develop a case of the vapors and faint!" By this I do not mean that we must take a frenzied posture and spend our time either justifying or censuring our actions. But, rather, we must attack our major inadequacies with the kind of energy that will move us toward the accomplishment of our goals. One way of helping us to advance in the right direction is the use of a well planned evaluation process. We need to adopt systems of evaluation which will facilitate self-evaluation, promote the utilization of media in teaching and learning, and produce data appropriate and useable for the improvement of the media program. For in the final analysis, if any progress is to be made in the evaluation of school media programs, a philosophy of evaluation must evolve based on the premise that quality control systems are needed to assure an effective program of media services which function as an integral part of the educational program.

FOOTNOTES

1. Shirley Aaron, "Media Supervisor as an Agent of Change," Drexel Library Quarterly 13 (April 1977), pp. 36-47.

2. Frances Dean, Speech to the School Library Division of the Idaho Library Association, Meeting at Sun Valley, Idaho, 13 October 1978.

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